

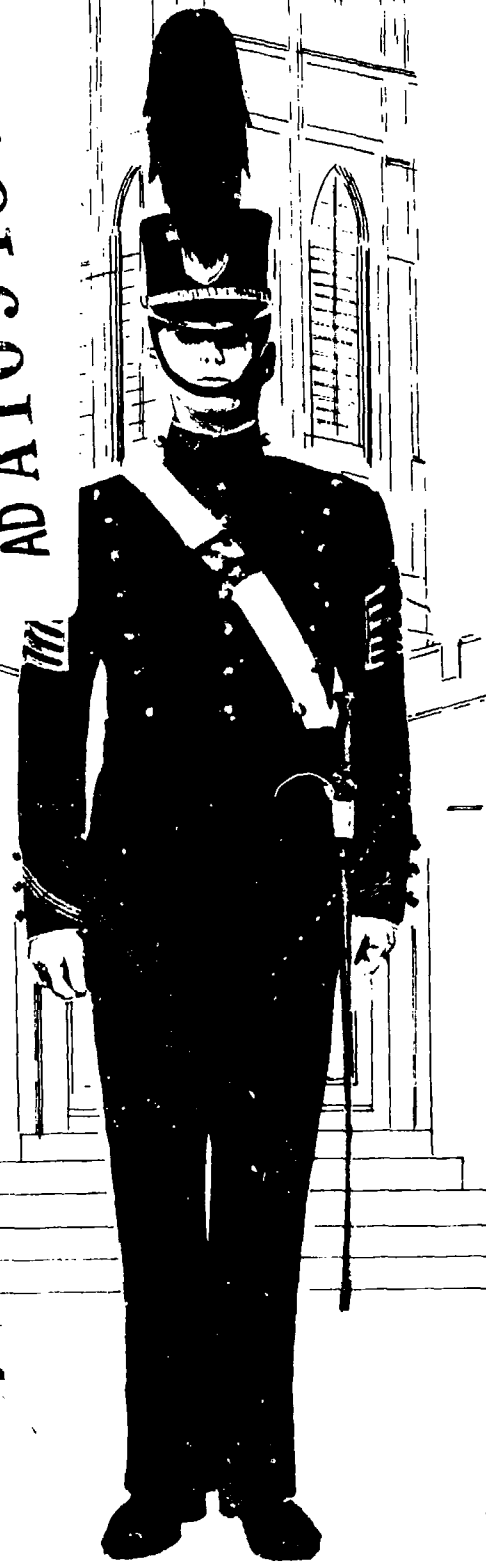
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TRENDS IN ADMISSION
VARIABLES THROUGH THE
CLASS OF 1980

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TRENDS IN ADMISSION VARIABLES THROUGH THE CLASS OF 1984

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Project No.: 415
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ABSTRACT

The United States Military Academy the Whole Candidate concept in the selection of candidates for admission. This concept encompasses three broad areas: academic, leadership potential, and physical condition and aptitude. This report compares the pre-college performance of members of the Class of 1985 with previous classes in these three areas.

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Index to Tables and Figures

	<u>Page Number</u>	<u>Title</u>
Figure 1	5	Comparison of number of Cadets and Candidates at each CEER score level--Class of 1985.
Figure 2	6	Comparison of number of Cadets and Candidates at each ACEER score level--Class of 1985.
Table 1	7	Distribution of scores on Whole Candidate Score Components--Class of 1985.
Table 2	8	Mean and standard deviations for all admission variables for Candidates and Cadets--Class of 1985.
Figure 3	9	Comparison of number of Cadets and Candidates at each LPS level--Class of 1985.
Figure 4	10	Comparison of number of Cadets and Candidates at each Whole Candidate Score level--Class of 1985.
Figure 5	11	Trends of CEER Scores for Candidates and Cadets--Classes of 1976-1985.
Figure 6	12	Trends of SAT-Verbal Scores for Candidates and Cadets--Classes of 1976-1985.
Figure 7	13	Trends of SAT-Math Scores for Candidates and Cadets--Classes of 1976-1985.
Figure 8	14	Trends of Leadership Potential Scores for Candidates and Cadets--Classes of 1976-1985.
Figure 9	15	Trends of Physical Aptitude Exam Scores for Candidates and Cadets--Classes of 1976-1985.
Figure 10	16	Trends of High School Rank Scores of Candidates and Cadets--Classes of 1976-1985.
Figure 11	17	Trends of Whole Candidate Scores for Candidates and Cadets--Classes of 1976-1985.
Table 3	18	Selected High School Activities and Awards of Cadets--Classes of 1977-1985.
Table 3a	19	Selected characteristics of Cadets--Classes of 1977-1985.

Executive Summary

I. PURPOSE. This report contains information, for rapid reference, comparing the pre-college performance of members of the Class of 1985 with previous classes in the areas of academics, leadership potential, and physical performance.

II. METHODOLOGY. Data displayed in this report were obtained from the following sources:

- A. Academic Performance: High School Transcripts, American College Tests and College Entrance Examination Board Tests.
- B. Physical Performance: Physical Aptitude Exam.
- C. Leadership Potential: An index developed from combining extra-curricular and athletic activities with high school faculty evaluation.

III. RESULTS.

A. The mean SAT-Verbal score (549) for cadets in the Class of 1985 is four points lower than the average mean score of the last nine years and the mean SAT-Math score (623) is nine points lower.

B. The Class of 1985 Physical Aptitude Exam score for men (560) is six points higher than the average mean for the last nine years and the mean PAE score for women (517) is within one point of the mean for the last four years.

C. The Leadership Potential Score mean (597) is seven points lower than the nine year average mean.

D. The mean Whole Candidate Score for cadets in the Class of 1985 (5875) is 24 points lower than the mean score of the last nine years.

IV. CONCLUSIONS.

A. Academic Qualifications: The academic qualifications of cadets have remained approximately the same while the mean College Board scores of all college bound high school seniors throughout the United States has shown a steady decline over the past ten years.

B. Physical Qualifications: The Physical Aptitude Exam scores of male cadets have shown a slight rise over the last ten years while the scores of female cadets has been stable over the last five years.

C. Leadership Qualifications: The qualities of leadership as measured by the Leadership Potential Score have remained stable over the ten year period.

D. Overall Qualifications: The Military Academy is continuing to attract outstanding candidates.

I. INTRODUCTION

A. Background

1. This report, along with the reports, Characteristics of the Class of 1985 (September 1981) and New Cadets and Other College Freshmen, Class of 1985 (due spring, 1982), comprise the three general reports prepared by the Office of Institutional Research to describe the Class of 1985 at the time the class entered the Military Academy.

2. The same reports were prepared for the Classes of 1971 through 1984 and similar reports are planned for each future class when it enters the Military Academy.

B. Purpose

This report compares the pre-college performance of members of the Class of 1985 with previous classes in the areas of academics, leadership, physical performance and athletic participation.

II. METHODOLOGY

A. Data Collection

Data displayed in this report was obtained from the following sources:

1. Academic performance: High School Transcripts, American College Tests, and College Entrance Examination Board Tests.
2. Physical performance: Physical Aptitude Exam.
3. School Activities and Awards: Self-reported by cadets on questionnaires administered during Cadet Basic Training.
4. Leadership Potential: An index developed from combining extracurricular and athletic activities with high school faculty evaluations.

B. Definitions

1. CEER College Entrance Examination Board scores and High School Rank scores combined statistically.
2. HSR High School Rank Score.
3. LPS Leadership Potential Score.
4. PAE Physical Aptitude Examination.
5. SAT-V Scholastic Aptitude Test - Verbal.
6. SAT-M Scholastic Aptitude Test - Mathematics.
7. ACT-EN American College Test - English.
8. ACT-MA American College Test - Mathematics.
9. ACT-NA American College Test - Natural Science.
10. ACEER A composite score of 3 ACT tests and HSR (the ACT Social Science test is not used in calculating the ACEER).
11. WCS Whole Candidate Score. A combination of CEER (or ACEER), LPS and PAE.

III. RESULTS

A. Academic Characteristics

1. The mean College Entrance Examination Board and American College Test scores for the Classes of 1980 through 1985 for admitted cadets are:

	'85	'84	'83	'82	'81	'80
SAT-V	549	552	560	560	548	550
SAT-M	620	623	626	637	629	638
ACT-EN	23.3	23.2	23.2	23.2	22.4	22.6
ACT-MA	28.6	28.9	28.9	29.0	28.4	28.7
ACT-NS	28.7	28.7	29.1	29.0	29.0	29.2
HSR	570	556	565	569	563	572

2. The mean cadet score for the Class of '85 on SAT-V is higher than that of 86% of secondary school seniors who comprise the national norm for college bound youths; and the mean SAT-M of cadets is higher than 89% of the national norm. The means of cadets on the American College Test scores were well above the national sample for students at 1103 colleges. The mean cadet score for the Class of '85 on ACT-English is higher than 85% of the students in the national norm; the mean cadet ACT-Math is higher than 93% of those students; and the mean cadet ACT-Natural Science score is higher than 85%.

3. The mean scores of the Scholastic Aptitude Tests of all college-bound high school seniors, nationwide, have shown a steady decline over the past sixteen years; for USMA the decline has been much less:

	SAT-V			SAT-M		
	1965	1981	% Decline	1965	1981	% Decline
USMA	569	549	4%	637	620	3%
Nationwide	473	424	10%	496	466	6%

4. Each candidate is evaluated either on College Board scores (CEER) or American College Test Program scores (ACEER). If both are available, the higher of the two is used. Figure 1 provides a graphic comparison of the number of cadets within each CEER range with the number of completely examined candidates within the same ranges. Figure 2 shows a similar comparison of candidates and cadets evaluated using ACEER scores. Table 1 shows the distribution, at 50 point intervals, of whole candidate score components for cadets in the Class of 1985.

B. Physical Aptitude. The average Physical Aptitude Examination score of 560 for men in the USMA Class of 1985 is the same as the score for the Classes of '82, '83 and '84. The women in the Class of 1985 had a mean PAE score of 517 compared to 534 for women in the Class of '84 and 506 for the Class of '83. It should be noted that the PAE tests for men and women are not identical. The mean PAE for all candidates is shown in Table 2.

C. Leadership Potential. The Leadership Potential Scores are derived from the ratings of the candidate by his secondary school teachers and evaluations by admissions officials of his quality of participation in athletic and other school and community activities. The mean LPS for this class (597) is within five points of the mean of classes for the past four years. A graphic comparison of the distribution scores in this class with that in the candidate populations is provided in Figure 3.

D. Overall Characteristics.

1. The Whole Candidate Score is a weighted score consisting of 60 percent CEER (or ACEER), 10 percent PAE, and 30 percent LPS. The distribution of the WCS for the Class of 1985 is shown below:

<u>Score Range</u>	<u>Frequency</u>	<u>Percent</u>
7500-8000	0	0
7000-7499	1	0.1
6500-6999	79	5.1
6000-6499	463	30.1
5500-5999	748	48.6
5000-5499	226	14.7
4500-4999	<u>21</u>	<u>1.4</u>

1538

Mean = 5875 Standard Deviation = 382

2. A graphic comparison of the number of cadets whose scores fall in each WCS range with the number of candidates whose scores fall within the same ranges is shown in Figure 4.

E. Trends in Admissions Variables.

Figures 5-11 show trend data for the classes of 1976 through 1985. Figure 5 shows that academic scores dropped off somewhat to the Class of 1977 and, after a sharp rise for the Class of 1978, have remained fairly constant. Other trends for admitted cadets reflect the following:

1. SAT-V and SAT-M scores show a similar pattern, with little deviation over the past five years (Figures 6&7).

2. The LPS has remained fairly constant with a deviation of no more than ten points from the mean of the ten year period (Figure 8).

3. The PAE scores for men have shown a slight rise over the last ten years (Figure 9).

4. The HSR has been fairly constant for the last ten years, with the mean for the Class of '85 being the highest for that period (Figure 10).

5. The WCS declined through the Class of 1977, increasing for the Class of 1978 through the Class of 1982 and declined slightly for the last three classes (Figure 11).

F. Selected Activities and Awards.

1. Tables 3 and 3a give information on the background, activities and awards of entering cadets of the Classes of 1977 through 1985.

2. The Class of 1985 displays a diversity of involvement in extracurricular and athletic activities similar to previous classes. Over 26 percent of the Class of 1985 held an elective high school class office; over 83 percent earned varsity letters and 45 percent were team captains. Over 48 percent were scouts, 10 percent making the rank of Eagle Scout. Twenty percent were Boys/Girls State Representatives.

IV. CONCLUSIONS

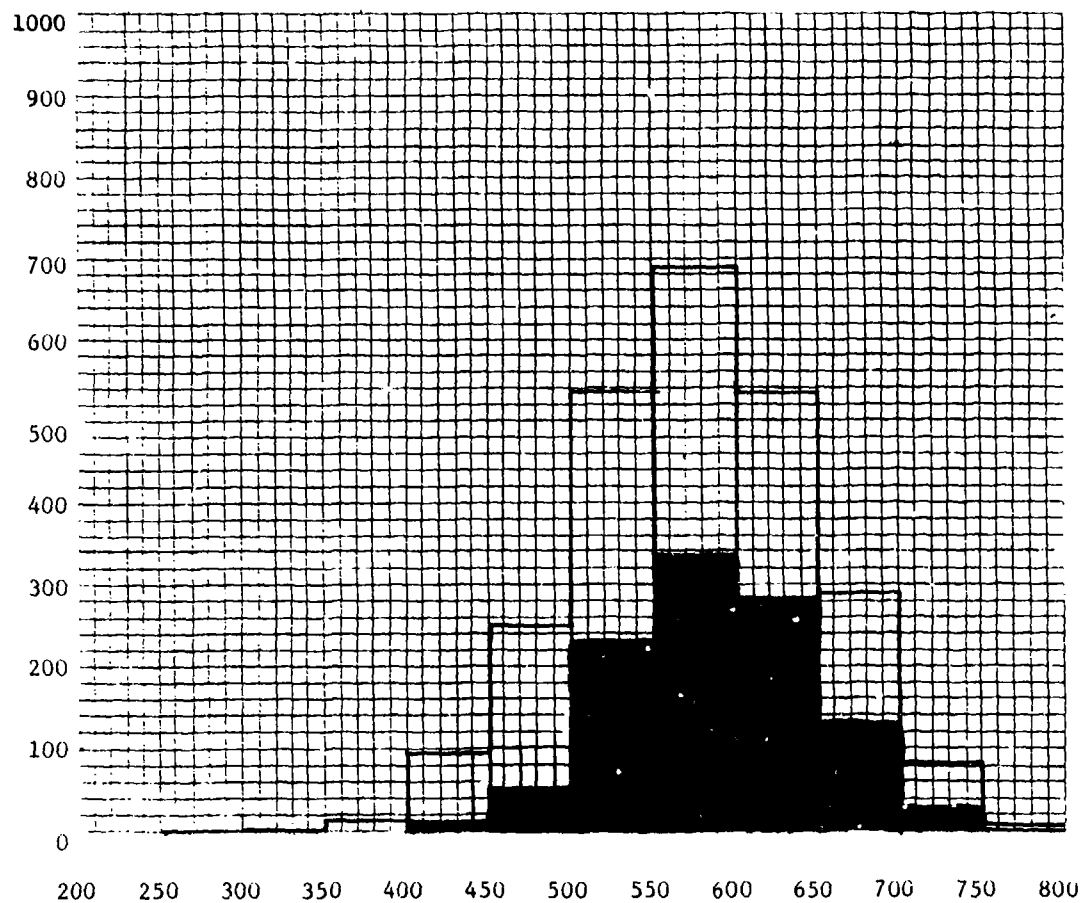
1. Academic Qualifications: The academic qualifications of cadets have remained approximately the same while the mean College Board scores of all college bound high school seniors have shown a steady decline over the past ten years.

2. Physical Qualifications: The Physical Aptitude Exam scores of male cadets have shown a slight rise over the past ten years and the PAE scores of female cadets has been stable over the last five years.

3. Leadership Qualifications: The qualities of leadership as measured by the Leadership Potential Score have remained stable over the ten year period.



4. Overall Qualifications: The Class of 1985 has a mean Whole Candidate Score within twenty-four points of the average mean score of the last ten years, indicating that the Military Academy is continuing to attract outstanding candidates.

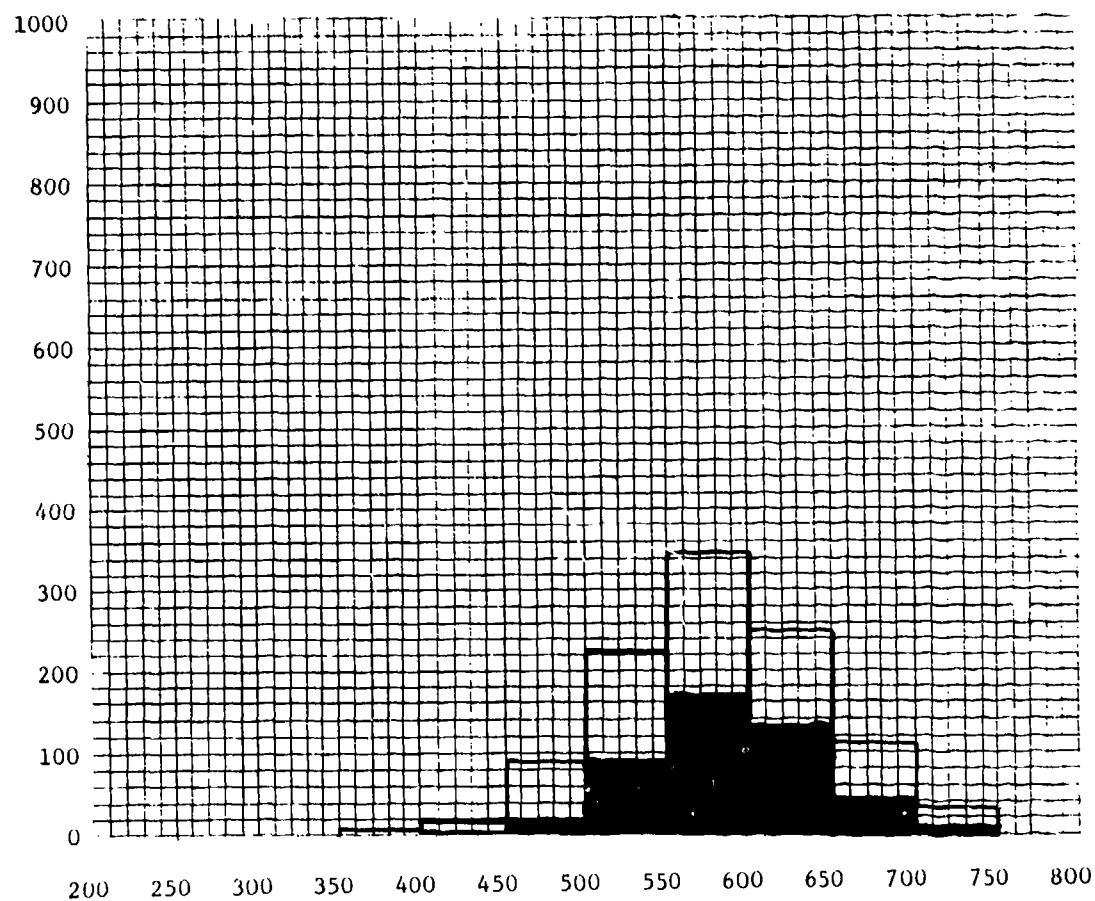
			<u>Number</u>	<u>Mean</u>	<u>SD</u>
Candidates	□	Candidates	2542	575	73
Cadets	■	Cadets	1077	587	61



	CEER Scores											
No. Candidates	0	1	2	16	93	249	558	685	556	290	82	10
% Entered	0	0	0	0	15	21	41	49	51	45	37	10
No. Cadets	0	0	0	0	14	53	229	338	282	130	30	1

FIGURE 1 COMPARISON OF THE NUMBER OF CADETS (EVALUATED USING CEER) WITH THE NUMBER OF FULLY EXAMINED CANDIDATES (EVALUATED USING CEER) AT EACH CEER SCORE LEVEL FOR THE CLASS OF 1985.

		<u>Number</u>	<u>Mean</u>	<u>SD</u>
Candidates		Candidates 1079	580	65
Cadets		Cadets 461	587	55



	ACEER Scores											
No. Candidates	0	0	0	7	18	87	223	345	252	113	34	0
% Entered	0	0	0	0	22	22	39	48	53	36	29	0
No. Cadets	0	0	0	0	4	19	87	167	133	41	10	0

FIGURE 2 COMPARISON OF THE NUMBER OF CADETS (EVALUATED USING ACEER) WITH THE NUMBER OF FULLY EXAMINED CANDIDATES (EVALUATED USING ACEER) AT EACH ACEER SCORE LEVEL FOR THE CLASS OF 1985.

TABLE 1
DISTRIBUTION OF SCORES ON WHOLE CANDIDATE SCORE COMPONENTS
FOR THE CLASS OF 1985

Score Ranges	Academic				Male Physical Aptitude (PAE)		Female Physical Aptitude (PAE)		Leadership Potential (LPS)	
	CEER		ACEER							
	No.	%	No.	%	No.	%	No.	%	No.	%
750-800	1	0	0	0	8	1	0	0	3	0
700-749	30	3	10	2	46	3	3	2	100	7
650-699	130	12	41	9	106	8	8	4	270	18
600-649	282	26	133	29	231	17	23	12	403	26
550-599	338	31	167	36	308	23	22	12	374	24
500-549	229	21	87	19	333	25	48	25	252	17
450-499	53	5	19	4	235	18	54	29	94	6
400-499	14	1	4	1	64	5	19	10	36	2
350-399	0	0	0	0	4	0	9	5	0	0
300-349	0	0	0	0	3	0	2	1	0	0
250-299	0	0	0	0	0	0	1	0	0	0
200-249	0	0	0	0	0	0	0	0	0	0
<hr/>										
Total	1077		461		1338		189		1538	
Mean	587		587		560		517		597	
S.D.	61		55		76		82		72	

TABLE 2

MEANS AND STANDARD DEVIATIONS FOR CEER, LPS, PAE
AND WCS, CLASS OF 1985

	CEER			LPS			PAE			WCS		
	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD
A	6250	541	85	9637	550	84	5082	522	102	8502	5397	618
T	2542	575	73	3626	579	80	3660	533	94	3603	5730	485
M	2376	576	72	3397	581	79	3423	536	92	3376	5743	479
C	1077	587	61	1538	597	72	1338*	560	76	1538	5875	382

*PAE for Male Cadets: Means and Standard Deviations of PAE for candidates is for male and female combined.



MEANS AND STANDARD DEVIATIONS FOR ACEER, ACT-EN,
ACT-MA, AND ACT-NS, CLASS OF 1985

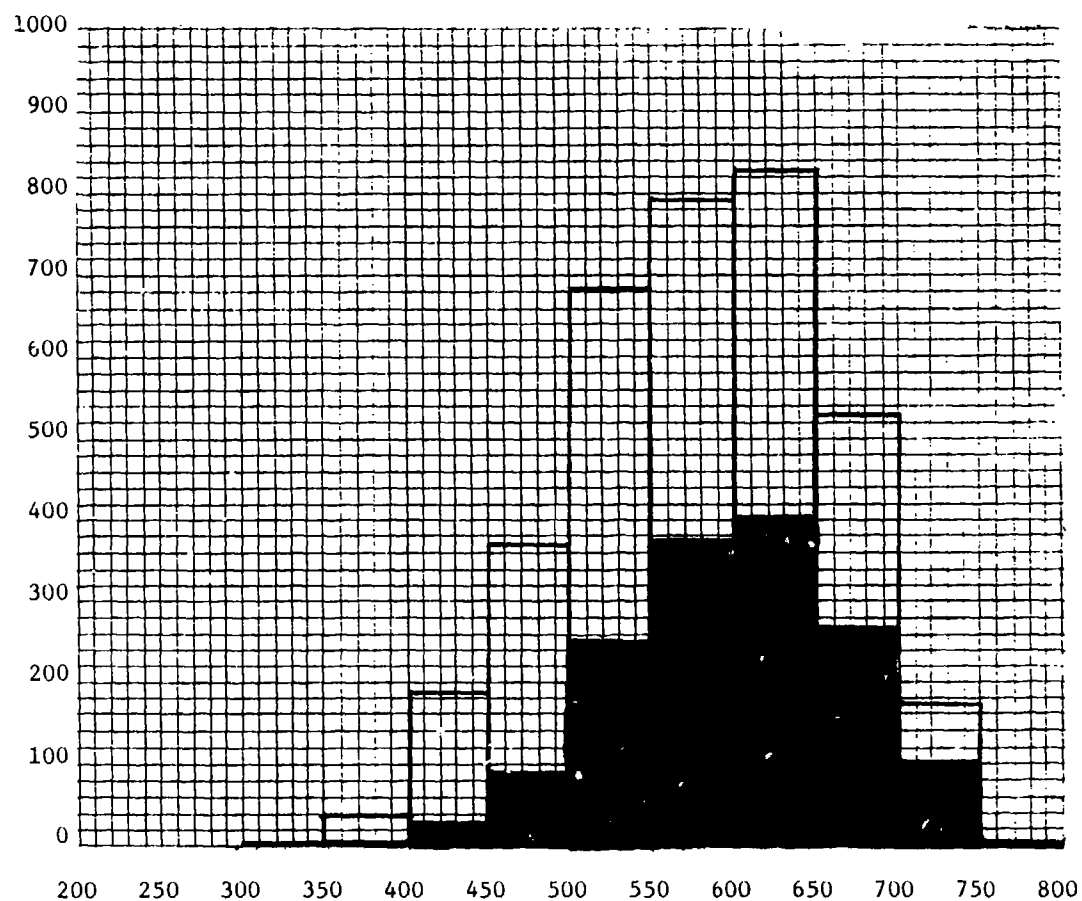
	ACEER			ACT-EN			ACT-MA			ACT-NS		
	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD
A	2491	544	87	2491	21.9	4.1	2491	26.1	5.3	2491	27.1	4.9
T	1079	580	65	1079	23.1	3.4	1079	28.2	3.6	1079	28.6	3.8
M	1013	581	65	1013	23.2	3.4	1013	28.3	3.5	1013	28.7	3.6
C	461	587	55	461	23.3	2.9	461	28.6	3.3	461	28.7	3.6

MEANS AND STANDARD DEVIATIONS FOR SAT-V, SAT-M, AND
HSR, CLASS OF 1985

	SAT-V			SAT-M			HSR		
	N	Mean	SD	N	Mean	SD	N	Mean	SD
A	5719	517	93	5718	578	93	9200	532	113
T	2542	547	82	2542	613	75	3619	558	109
M	2376	548	82	2376	613	75	3387	558	109
C	1077	549	74	1077	620	74	1538	570	98



NOTE: A = All Candidates Tested on Variables
T = All Candidates Fully Tested on CEER (ACEER), LPS, PAE and WCS
M = All Candidates Fully Tested and Medically Qualified
C = Admitted Candidates Who Became Cadets

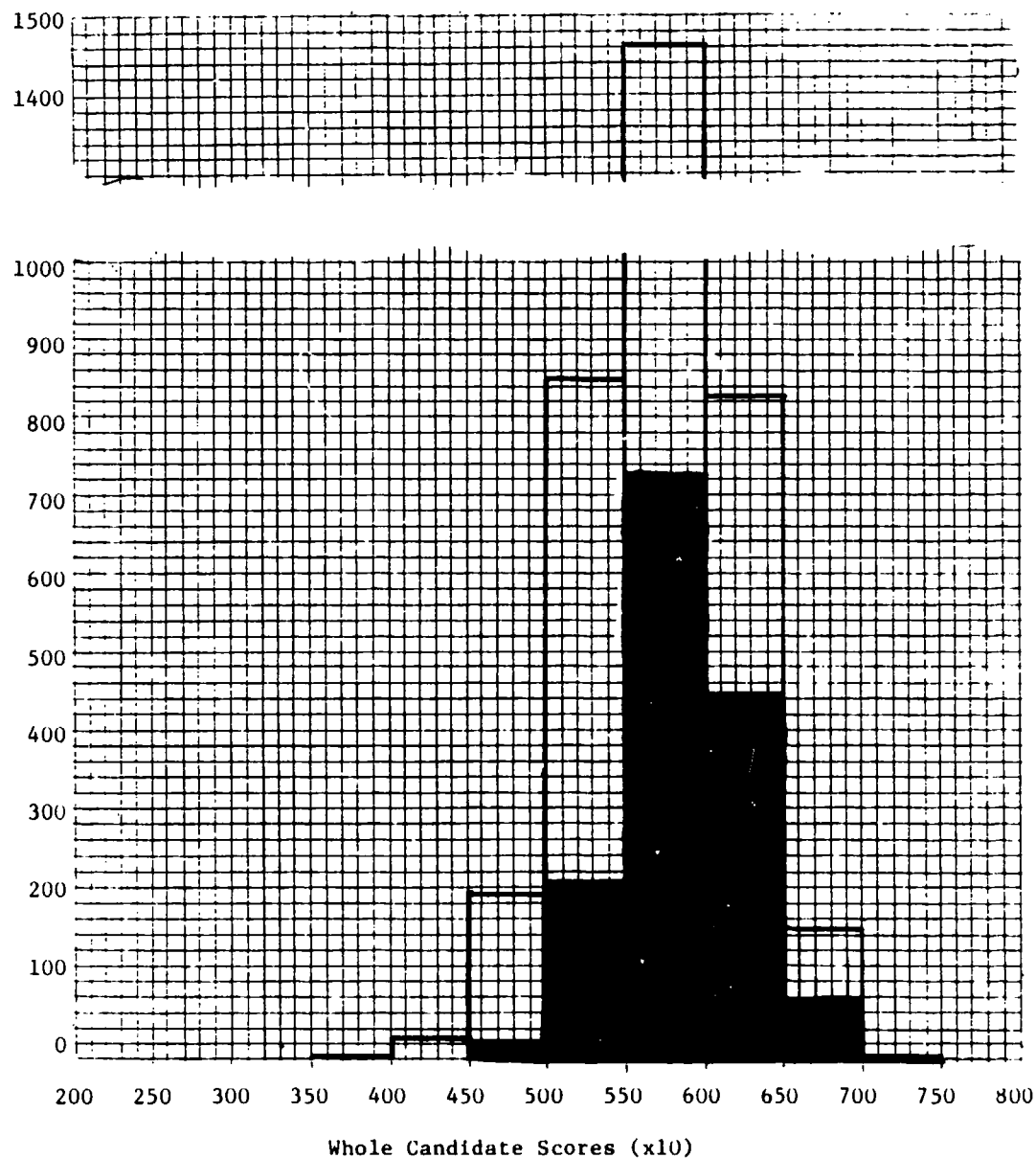
		<u>Number</u>	<u>Mean</u>	<u>SD</u>
Candidates		Candidates 3626	579	80
Cadets		Cadets 1538	597	62



	LP Scores											
No. Candidates	0	0	4	40	188	368	685	797	827	533	176	8
% Entered	0	0	0	15	19	26	37	47	49	51	57	37
No. Cadets	0	0	0	6	36	94	252	374	403	270	100	3

FIGURE 3 COMPARISON OF THE NUMBER OF CADETS WITH THE NUMBER OF FULLY EXAMINED CANDIDATES AT EACH LEADERSHIP POTENTIAL LEVEL FOR THE CLASS OF 1985.

		<u>Number</u>	<u>Mean</u>	<u>SD</u>
Candidates		Candidates 3603	573	49
Cadets		Cadets 1538	588	38



No. Candidates	0	0	0	3	27	217	870	1462	848	170	6	0
% Entered	0	0	0	0	0	10	26	51	55	46	17	0
No. Cadets	0	0	0	0	0	21	226	748	463	79	1	0

FIGURE 4 COMPARISON OF THE NUMBER OF CADETS WITH THE NUMBER OF FULLY EXAMINED CANDIDATES AT EACH WHOLE CANDIDATE SCORE LEVEL FOR THE CLASS OF 1985.

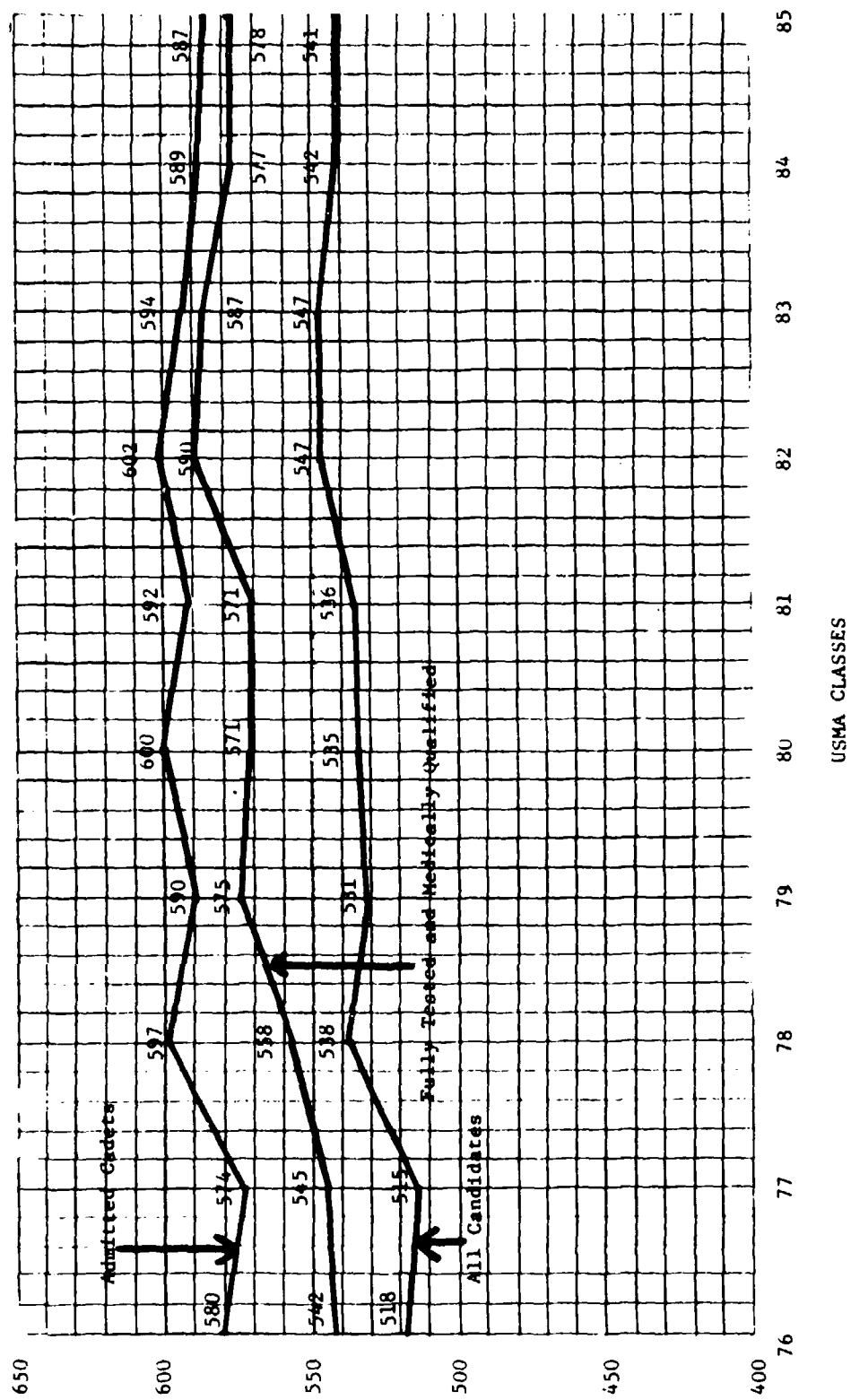


FIGURE 5. TRENDS OF MEAN CEER SCORES FOR THE CANDIDATES AND ENTERING CADETS OF THE CLASSES OF 1976 THROUGH 1985.

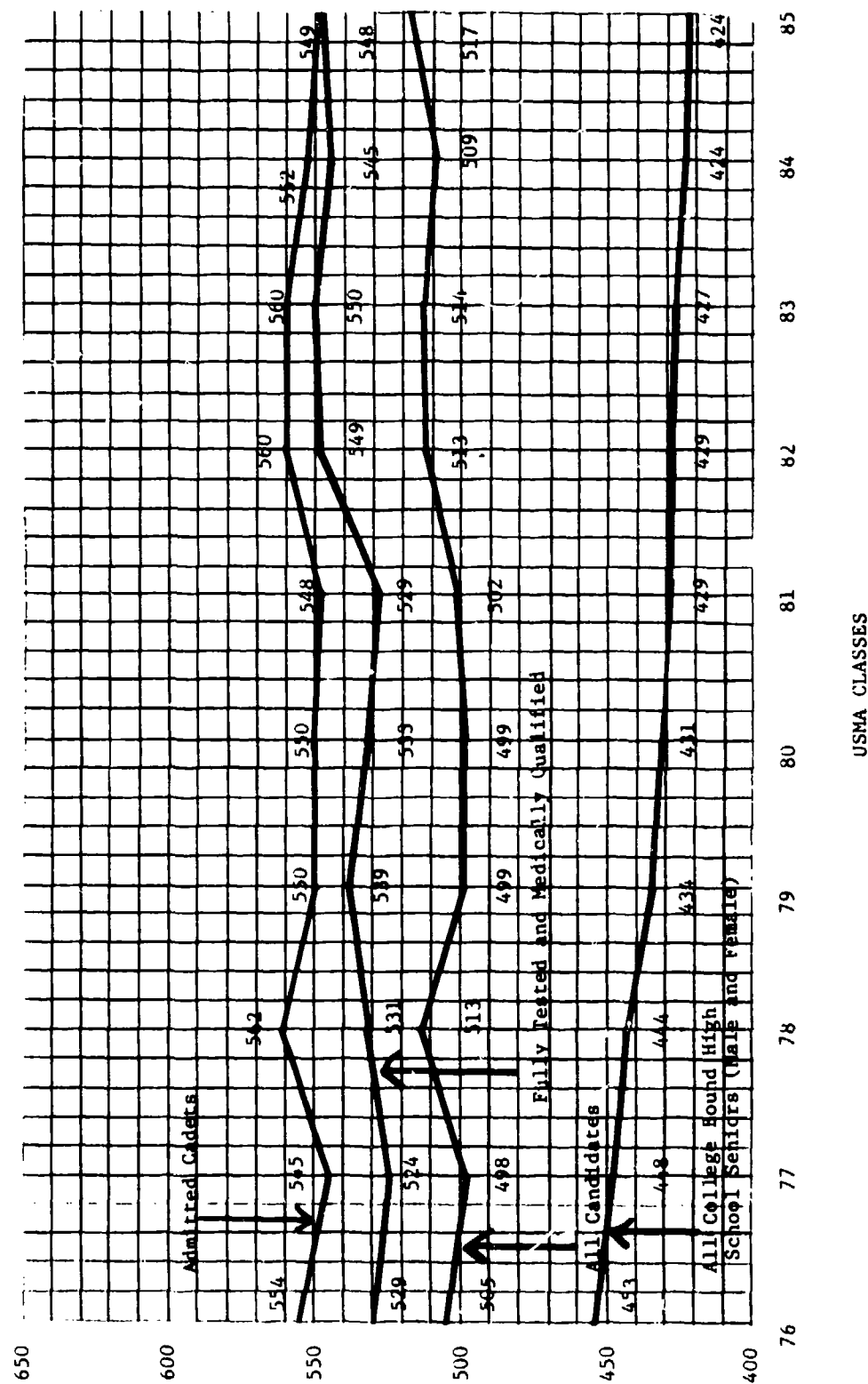


FIGURE 6. TRENDS IN MEAN SAT-VERBAL SCORES FOR THE CANDIDATES AND ENTERING CADETS OF THE CLASSES OF 1976 THROUGH 1985 AND ALL COLLEGE BOUND HIGH SCHOOL SENIORS NATIONWIDE.

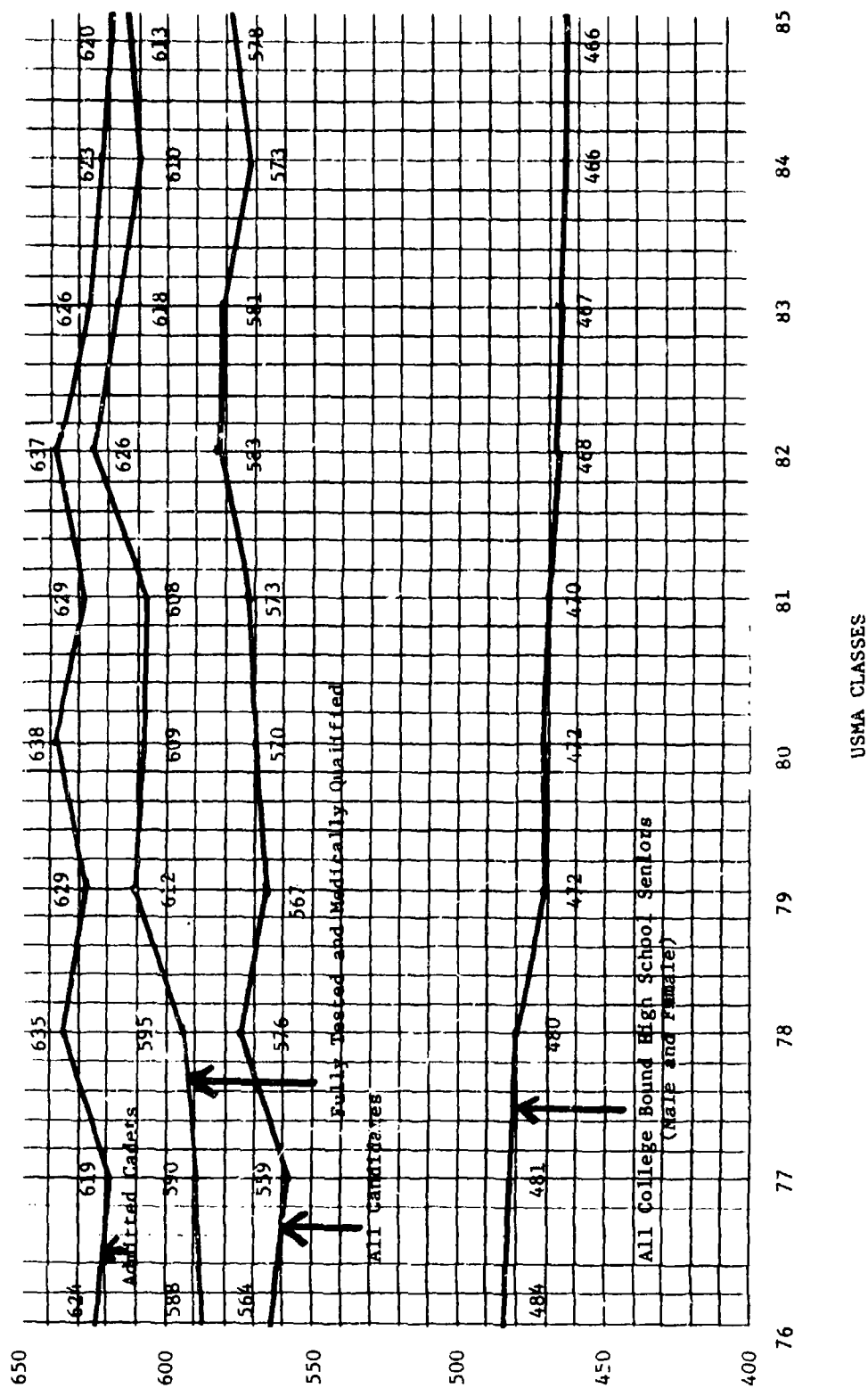


FIGURE 7. TRENDS OF MEAN SAT-MATHEMATICS SCORES FOR CANDIDATES AND ENTERING CADETS OF THE CLASSES OF 1976 THROUGH 1985 AND ALL COLLEGE BOUND HIGH SCHOOL SENIORS, NATIONWIDE.

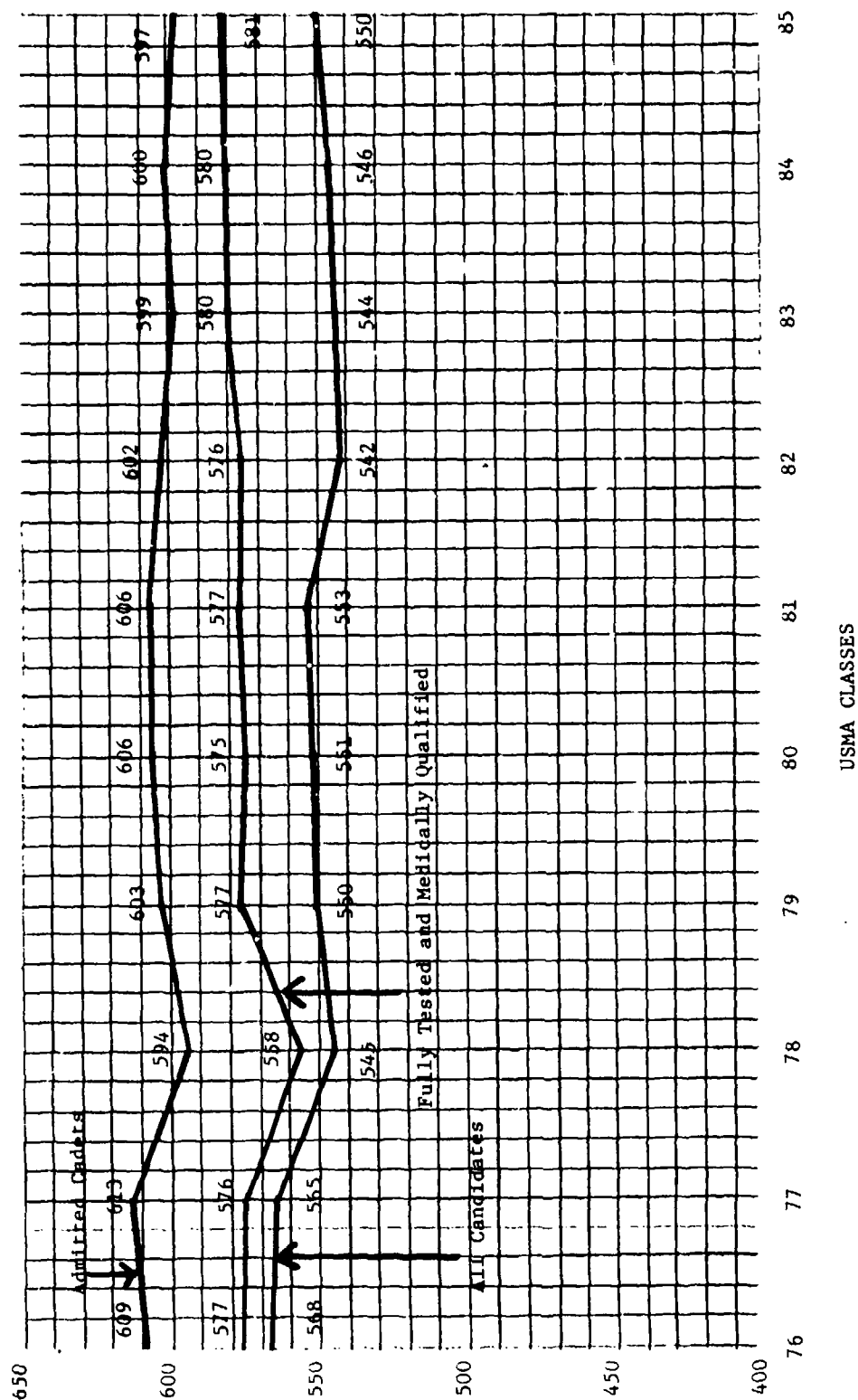


FIGURE 8. TRENDS OF MEAN LEADERSHIP POTENTIAL SCORES FOR THE CANDIDATES AND ENTERING CADETS OF THE CLASSES OF 1976 THROUGH 1985.

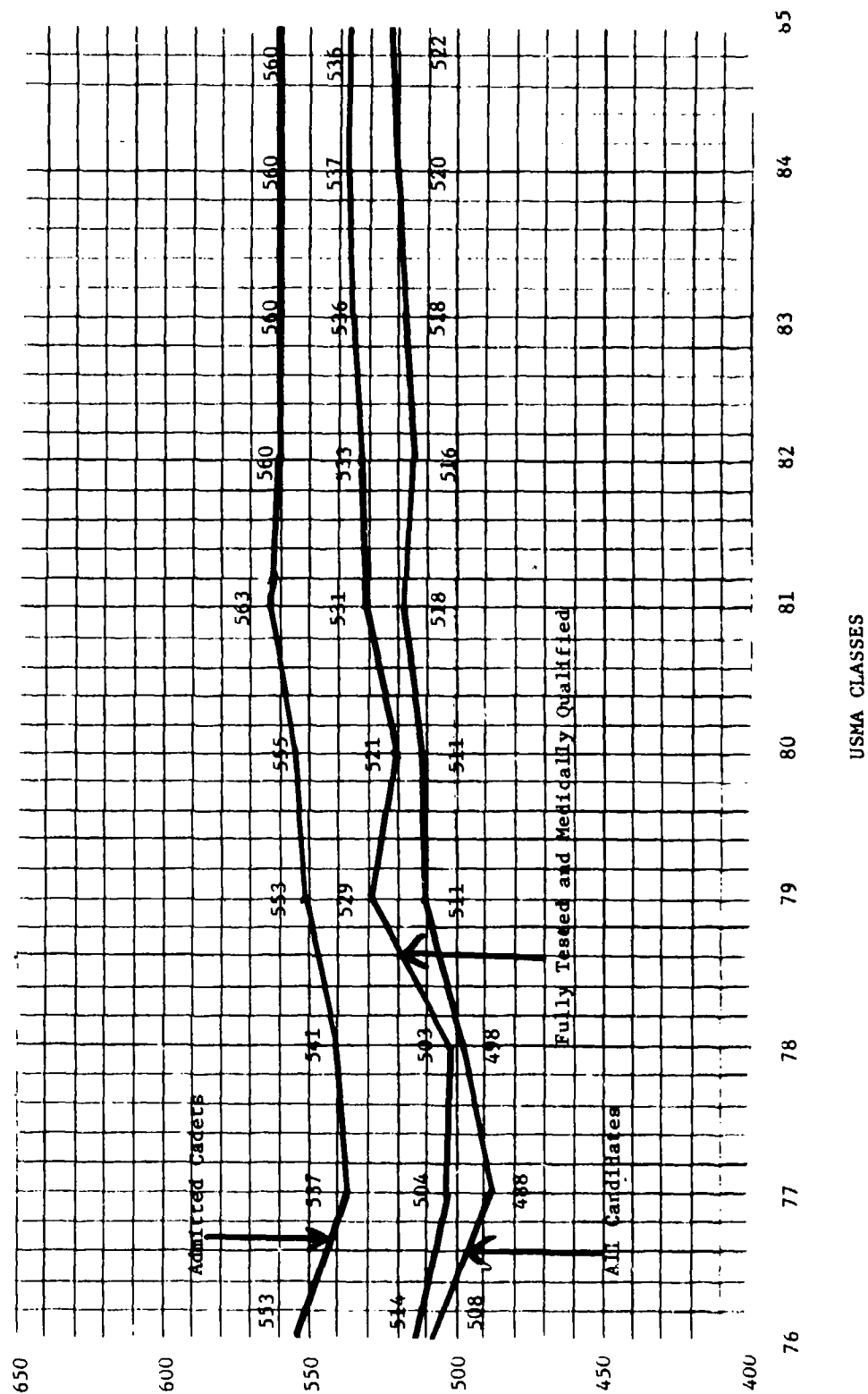


FIGURE 9. TRENDS OF MEAN PAE SCORES FOR THE CANDIDATES AND ENTERING CADETS OF THE CLASSES OF 1976 THROUGH 1985 (PAE for admitted cadets is for male cadets only).

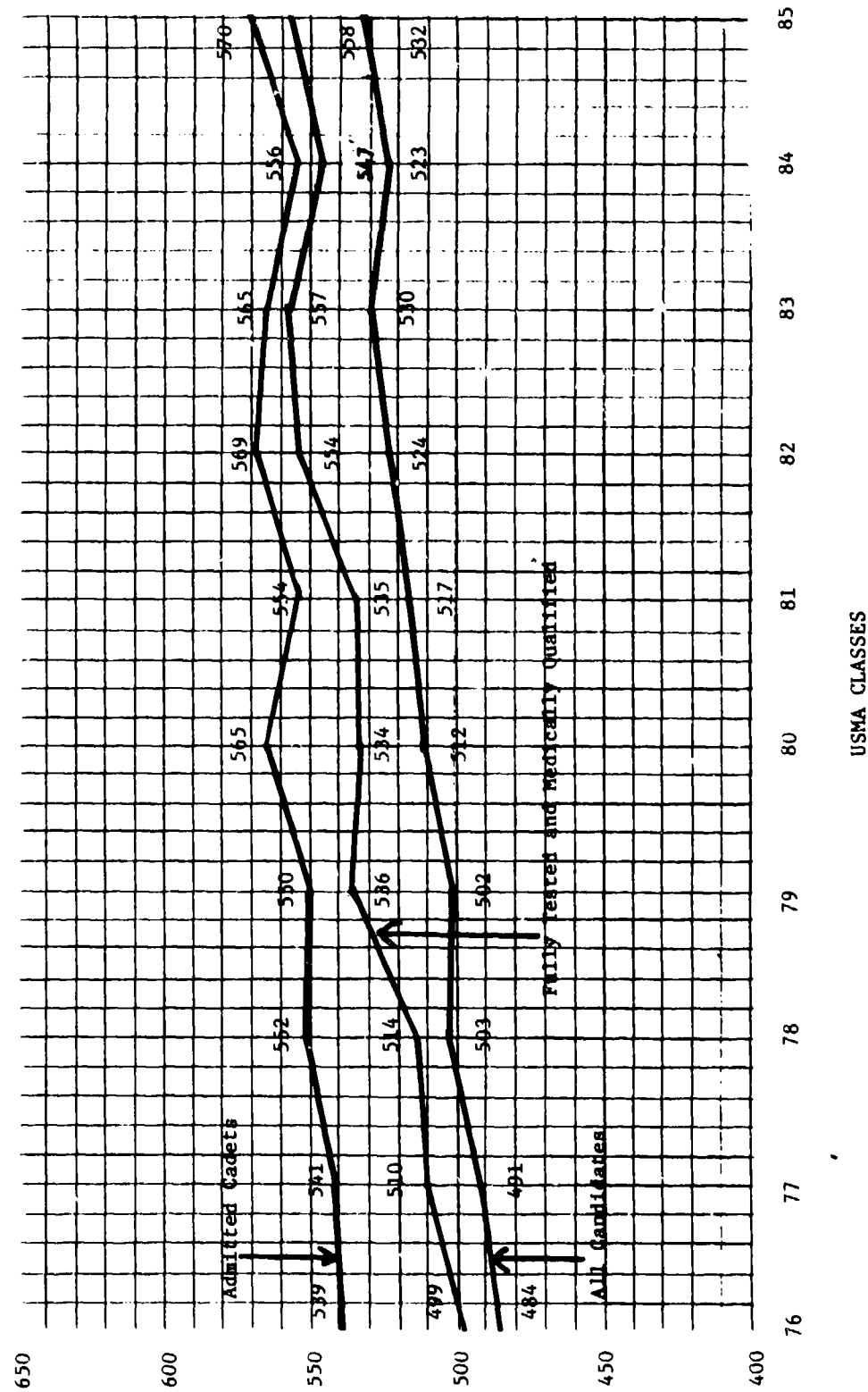


FIGURE 10. TRENDS OF MEAN HIGH SCHOOL RANK SCORES FOR THE CANDIDATES AND CADETS OF THE CLASSES OF 1976 THROUGH 1985.

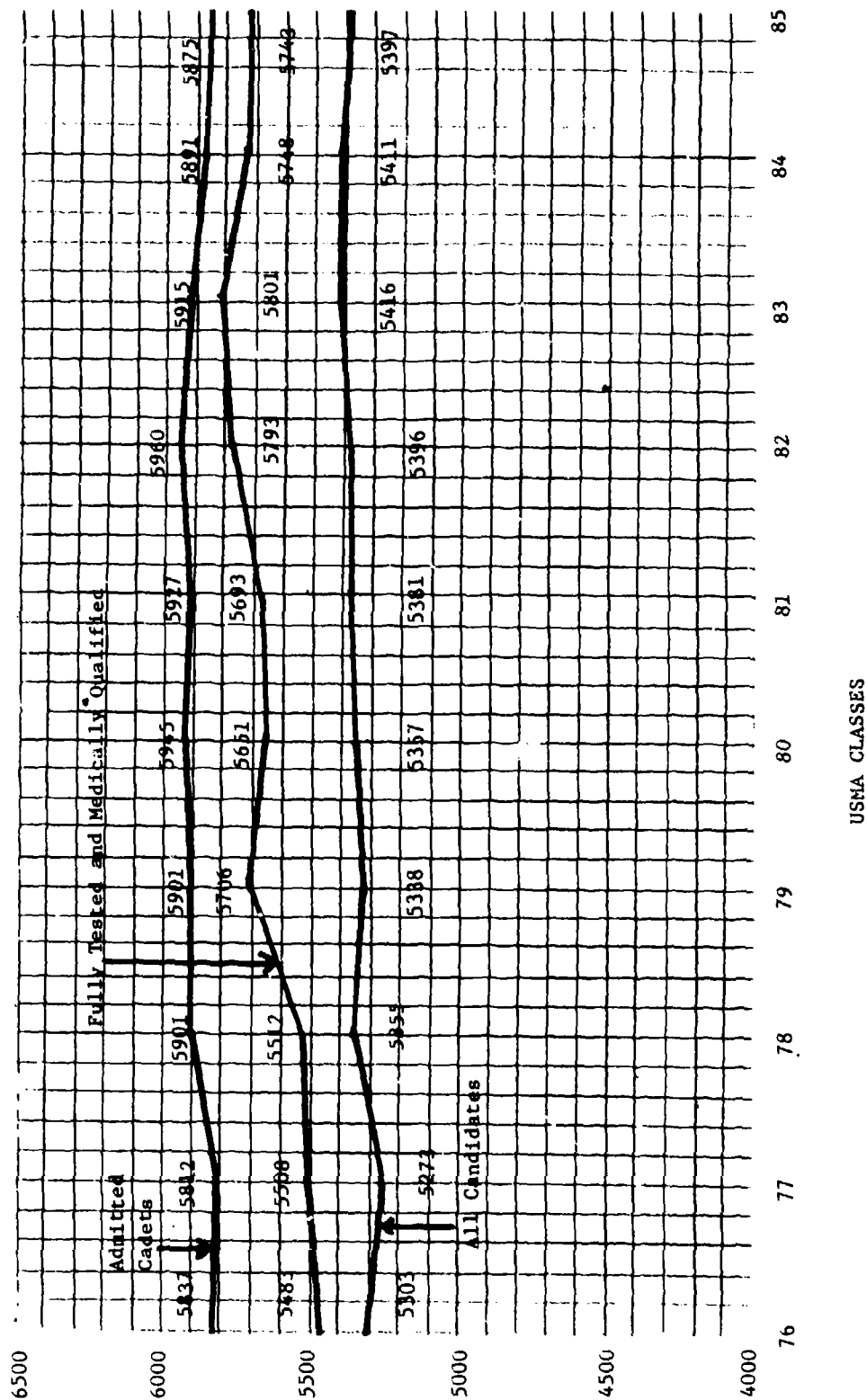


FIGURE 11. TRENDS OF MEAN WHOLE CANDIDATE SCORES FOR THE CANDIDATES AND ENTERING CADETS OF THE CLASSES OF 1976 THROUGH 1985.

TABLE 3

SELECTED HIGH SCHOOL ACTIVITIES AND AWARDS OF ENTERING CADETS IN THE CLASSES OF 1977 THROUGH 1985

	CLASS							
	1977	1978	1979	1980	1981	1982	1984	1985
Senior Class								
President	67 (4.9%)	68 (4.7%)	95 (6.6%)	86 (5.8%)	91 (6.2%)	65 (4.7%)	77 (5.5%)	77 (5.1%)
Senior Class								
Officer	184(13.4%)	167(11.6%)	163(11.4%)	184(12.4%)	192(13.1%)	177(12.8%)	235(16.1%)	242(15.9%)
Student Body								
President	62 (4.5%)	62 (4.3%)	66 (4.6%)	73 (4.9%)	97 (6.6%)	73 (5.3%)	81 (5.8%)	63 (4.3%)
Debate Team	139(10.1%)	135 (9.4%)	127 (8.9%)	147 (9.9%)	163(11.1%)	160(11.5%)	159(11.4%)	170(11.2%)
Varsity								
Lettermen	1079(78.4%)	1137(79.2%)	1138(79.3%)	1199(80.7%)	1219(82.9%)	1161(83.2%)	1228(84.3%)	1268(83.5%)
Team Captains	458(33.3%)	499(34.8%)	529(36.9%)	562(37.8%)	654(44.5%)	599(42.9%)	629(45.0%)	692(45.6%)
Scouts, All	794(57.7%)	723(50.4%)	756(52.7%)	790(53.2%)	804(54.7%)	748(53.6%)	761(54.4%)	735(48.4%)
Scouts, Eagle	190(13.8%)	184(12.8%)	206(14.4%)	185(12.5%)	209(14.2%)	142(11.2%)	182(13.0%)	138(10.4%)
Boys/Girls								
State Rep-								
representative	293(21.3%)	302(21.0%)	346(24.1%)	311(20.9%)	315(21.4%)	275(19.8%)	310(22.2%)	297(19.6%)
High School								
Dramatic Club	151(11.0%)	153(10.7%)	165(11.5%)	173(11.6%)	209(14.2%)	215(15.5%)	209(14.9%)	219(14.4%)
Bausch & Lomb								
Science Award	25 (1.8%)	31 (2.2%)	39 (2.7%)	38 (2.6%)	38 (2.6%)	30 (2.2%)	28 (2.0%)	26 (1.7%)
American Legion								
Award	128 (9.3%)	112 (7.8%)	131 (9.1%)	120 (8.1%)	145 (9.9%)	128 (9.2%)	136 (9.9%)	154(10.1%)

TABLE 3a
SELECTED CHARACTERISTICS OF CADETS IN THE CLASSES OF 1977 THROUGH 1985

	1977	1978	1979	1980	1981	1982	1983	1984	1985
Cadets With 1 or More Months of College	201(14.6%)	195(13.6%)	217(15.5%)	225(15.2%)	263(17.9%)	213(15.3%)	260(18.6%)	215(14.1%)	174(11.4%)
Sons or Daugh- ters of Alumni of USMA	64 (4.7%)	50 (3.5%)	64 (4.5%)	59 (4.0%)	62 (4.2%)	57 (4.1%)	59 (4.2%)	54 (3.7%)	59 (3.8%)
Attended USMA Preparatory School	194(14.1%)	187(13.0%)	211(14.7%)	179(12.1%)	162(11.0%)	211(15.2%)	207(14.8%)	191(13.1%)	203(13.3%)
Attended Public High School	1129(82.0%)	1216(84.8%)	1231(85.9%)	1283(86.4%)	1259(85.7%)	1194(85.4%)	1201(85.9%)	1246(85.2%)	1281(84.4%)
Attended Private High School	247(18.0%)	219(15.2%)	202(14.1%)	198(13.4%)	208(14.2%)	201(14.5%)	197(14.1%)	220(14.8%)	235(15.6%)
Rank in High School Class									
Top Fifth	928(67.4%)	1019(71.0%)	1011(70.6%)	1116(75.2%)	1070(72.9%)	1055(75.5%)	1021(73.0%)	1003(68.6%)	1062(69.6%)
Second Fifth	317(23.0%)	290(20.2%)	310(21.6%)	260(17.5%)	287(19.5%)	241(17.2%)	253(18.1%)	335(22.9%)	340(22.4%)
Third Fifth	106 (7.7%)	99 (6.9%)	90 (6.3%)	90 (5.3%)	95 (6.5%)	89 (6.4%)	102 (7.3%)	102 (7.0%)	92 (6.2%)
Fourth Fifth	21 (1.5%)	20 (1.4%)	15 (1.1%)	12 (0.8%)	13 (0.9%)	8 (0.6%)	18 (1.3%)	16 (1.1%)	17 (1.1%)
Bottom Fifth	2 (0.2%)	5 (0.4%)	2 (0.1%)	3 (0.2%)	2 (0.1%)	2 (0.1%)	3 (0.2%)	4 (0.3%)	5 (0.3%)
Valedictorians	59 (4.3%)	81 (5.6%)	86 (6.0%)	83 (5.6%)	90 (6.1%)	86 (6.2%)	77 (5.5%)	58 (4.0%)	67 (4.4%)
Salutatorians	53 (3.9%)	56 (3.9%)	58 (4.0%)	58 (3.9%)	66 (4.5%)	62 (4.5%)	58 (4.1%)	60 (4.1%)	65 (4.3%)
N =	1376	1435	1433	1485	1469	1396	1398	1466	1538

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